

Figure 6.8. Continued

Decision-Making Organizer

Weeklong Reflection

Days 1–2: What kinds of digital texts do you encounter and how do you find them?

Today pay attention to what you encounter—on your phone, in your email, or on your computer. Complete the chart.

Short-, Mid-, or Long-form	Name the digital text (e.g., tweet, text message, news article, ebook)	How did you encounter it?

(Add rows as needed)

Day 3: What makes you decide to read a digital text?

Today you should identify 2–4 digital texts that you considered reading.

What was the digital text?	Did you read it?	Why or why not?

(Add rows as needed)

Day 4: What distracts you from reading deeply?

As you read today, be mindful of distractions. When do you find yourself "lost" in your reading and truly engaged?

When do you find yourself mindlessly scrolling?

Day 5: What is the value?

Identify one digital text that you encounter today. Ask yourself the following questions and reflect on your decision to read or discard this text:

• Where did this text come from?

• Why did I receive it?

• What value does this article have?

• What are my reading intentions?

• Do I have a specific purpose for reading this text?

• Will it be worth my time to read it?

• What might distract me from reading it deeply?

• Do the distractions matter in this moment?

• How will reading this text allow me to contribute to a larger conversation?

As an extension to this lesson, you can introduce students to the tools that we shared in Chapter 3, such as Clearly or Pocket, to help them think about how to eliminate clutter from their Web-based reading. Additionally, we strongly suggest that you have all students install an extension such as Adblock to eliminate banner ads and in-line ads.

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Figure 6.9. Continued

organizational tools discussed in this chapter do have mobile apps but do not necessarily have the same capture features as Citelighter.)

5. As students complete the process of account creation, have them practice capturing, commenting on, and completing bibliographic information by searching for information related to a personal passion (e.g., a sports team, a particular music artist). We recommend starting with nonacademic work to develop familiarity with the tool and to focus students' reflection on why they may want to revisit particular texts at a later time in their out-of-school lives.
6. Ask students to share their discoveries about the tool, as well as their thinking about why curating texts is helpful in both personal and academic life.
7. Assign an academic research task and have students create a "digital notebook" to collect resources and thinking in response to each of the digital texts included.
8. Once students have collected five resources, ask them to analyze two of them in conversation with each other, documenting their thinking in their digital notebook.